

Instructor/TA Info

Instructor Information

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Course Information

Reliable Sources

From Church Handbook 38.8.41

In today's world, information is easy to access and share. This can be a great blessing for those seeking to be educated and informed. However, many sources of information are unreliable and do not edify. Some sources seek to promote anger, contention, fear, or baseless conspiracy theories (see 3 Nephi 11:30 (<https://www.churchofjesuschrist.org/study/scriptures/bofm/3-ne/11.30?lang=eng#p30>); Mosiah 2:32 (<https://www.churchofjesuschrist.org/study/scriptures/bofm/mosiah/2.32?lang=eng#p32>)). Therefore, it is important that Church members be wise as they seek truth.

Members of the Church should seek out and share only credible, reliable, and factual sources of information. They should avoid sources that are speculative or founded on rumor. The guidance of the Holy Ghost, along with careful study, can help members discern between truth and error (see Doctrine and Covenants 11:12 (<https://www.churchofjesuschrist.org/study/scriptures/dc-testament/dc/11.12?lang=eng#p12>); 45:57 (<https://www.churchofjesuschrist.org/study/scriptures/dc-testament/dc/45.57?lang=eng#p57>)). . . .

APA Guidelines

APA guidelines regarding assessment practices and interpretations may be accessed through the following links:

<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx> (<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>)

HBLL Course Reserve Readings

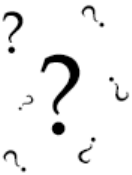
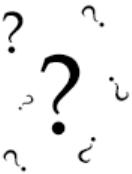
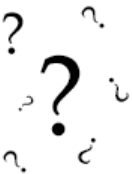
HBLL Course Reserve Readings (<http://docutec.lib.byu.edu/eres/coursepage.aspx?cid=5482&page=docs>)

password is gab647

Description

This is a professional training course in theory, administration, scoring, and interpretation of standardized measures of cognitive assessment of function. A broad range of assessment instruments will be taught and practiced, including the most current editions of the WAIS, WISC, Stanford-Binet, Woodcock-Johnson Cognitive and Academic, Vineland Adaptive Behavior Scales, WPPSI, KABC, UNIT, WIAT, and others. Upon successful completion of the course, you will be qualified to administer and interpret standardized cognitive assessments under the supervision of a licensed professional, in school or other settings (3 credits). With enrollment for 4 credits, students will also be able to plan, administer, score, and interpret comprehensive evaluation for neuropsychological conditions such as autism and ADHD.

Materials

	Item	Price (new)	Price (used)
	<u>Contemporary Intellectual Assessment - Required</u> by Flanagan, D	115.00	86.25
	<u>Woodcock-Johnson Iv - Optional</u> by Mather, N	130.00	97.50
	<u>Writing Useful Accessible & Legally Defensible Psychoeducational Reports - Optional</u> by Hass, M	41.50	31.15

Learning Outcomes

Explain assessment findings

Students will be able to explain assessment findings in a way that is understandable to other mental health professionals, teachers, clients, and parents.

neath professionals, teachers, clients, and parents

Synthesize assessment information

Students will be able to synthesize assessment information (including test scores, background information, behavioral observations, etc.) into a written assessment report.

Administer, score and interpret measures of intelligence

Students will be able to administer, score, and interpret multiple measures of intelligence, cognitive function and academic achievement, including those most commonly used in the field of psychoeducational assessment.

Integrate assessment skills in comprehensive assessment of autism and other neurological conditions such as ADHD.

With enrollment for 4 credits, students will also be able to plan, administer, score, and interpret comprehensive evaluation for neurological conditions such as autism and ADHD

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Grading Policy

Because this is a professional training course, competency in administration, scoring, and interpretation are key to your grade. There is no slack time built into the schedule, so careful and timely completion of all assignments is critical to achieving competency on first or second attempt. You will not have enough time to repeat assignments and still complete all assigned practice administrations and report writing. Attendance in class is an absolute requirement for success in the course. Your grade in the class will reflect your competency as measured by your presentation of psychometric properties, practice administrations, reports written, and score on the final exam.

Participation Policy

This course is designed to promote intellectual curiosity, professional inquiry, and a lifetime habit of consultation with colleagues. Each student has his or her own style of class participation, but regardless of your style, you will be expected to ask and answer questions in class. Although the class as a whole can learn more from questions raised in class, you are also encouraged to contact the TAs and professor with any additional questions or comments. Initiative for communication regarding any problem you may be having with the course or your assignments is the responsibility of the student.

Reporting Suspected Child Abuse

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)

Toll free number in Utah: 1-800-678-9399

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.

http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf (http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf)

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

Class Schedule

Class is scheduled from 8 am to 11:50 am once weekly. Attendance is required throughout this time period for students taking the course for 4 credits (School Psychology). Attendance is encouraged for this time period for students taking the course for 3 credits, but not required in the final hour (11- 11:50) each week.

10-minute breaks are given each hour (approximately 8:50, 9:50 10:50)

TAs are available in the classroom in the first and last hour of class and during their own office hours in

person or online

Please refer to the LS schedule for assigned preparation (Modules) and deadlines (Assignments) each week

Course description

This is a professional training course in theory, administration, scoring, and interpretation of standardized measures of cognitive assessment of function. A broad range of assessment instruments will be taught and practiced, including the most current editions of the WAIS, WISC, Stanford-Binet, Woodcock-Johnson Cognitive and Academic, Vineland Adaptive Behavior Scales, WPPSI, KABC, UNIT, WIAT, and others. Upon successful completion of the course, you will be qualified to administer and interpret standardized cognitive assessments under the supervision of a licensed professional, in school or other settings.

The course is offered for variable credit, dependent on your training program. School Psychology students are required to take 4 credits, while Counseling Psychology students are required to take 3 credits, with the option to take 4. Differences in credit are as follows:

(1) Class time: The fourth hour of class will be devoted to assessment of neurodiversity including autism, ADHD, traumatic brain injury, etc. Attendance is required for 4 credits. Attendance is optional, but encouraged for 3 credits.

(2) Assignments: In addition to the comprehensive assessment assignments required for all students, those taking the course for 4 credits will have some additional (short) assignments related to assessment of neurodiversity including autism, ADHD, traumatic brain injury, etc.

(3) Examination: In addition to the comprehensive final examination for all students, those taking the course for 4 credits will provide an interpretation of autism and other neurodiverse traits in a data set (interpretive comprehensive report) and provide the evidence for diagnosis of autism by aligning the given data with DSM-5 diagnostic criteria for autism.

NASP Domains

Domain 1: Data-Based Decision Making and Accountability

School psychologists understand and utilize assessment methods for identifying strengths and needs. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others

Domain 3: Academic Interventions and Instructional Supports

School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Intervention

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that

promote learning, positive behavior, and mental health.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

Domain 7: Family–School and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal

Assignments

Assignment Descriptions

RAIT

Jan
23

Due: Monday, Jan 23 at 11:59 pm

This assignment is another way for you to experience what it is like to be the person under assessment. It is completely private, and you can delete your report after you have printed it out. You won't be turning anything in, but i would like you to post your thoughts about the experience of taking the test and reading the report afterwards.

The Reynolds Adaptable Intelligence Test (RAIT) is a standardized intelligence assessment that is designed to be delivered and completed on a computer. It takes about one hour, and each subtest is timed, so the 1 hour timeframe is pretty consistent.

Look for instructions on how to take the test online [here] (<https://learningsuite.byu.edu/.ISRK/cid-1lGoJoiMV0d/pages/id-0JbG>). Since you won't be turning anything in, you will get the 25 points for this assignment by posting your thoughts about the experience to digital dialog.

RAIT reactions

Jan
23

Due: Monday, Jan 23 at 11:59 pm

Please post your thoughts and reactions to having been "tested," after you complete the RAIT online. *REMEMBER, THIS SCORE IS NOT VALID, AS YOU WEREN'T PROCTORED.*

Talk about your thoughts before, during and after the RAIT administration, including your reaction to reading the computerized report.

PLEASE, PLEASE, PLEASE DO NOT REPORT YOUR SCORES HERE. They are not valid, and your score is not the point of this assignment. Understanding what it is like to be a client is meant to help you better work with clients and talk to them about the assessment process and results.

Erik Carter Hinckley Scholar Lecture on Fostering Belonging and Disabilities

Jan
23

Due: Monday, Jan 23 at 11:59 pm

<https://fhssbyu.com/2018/02/12/foster-belonging-for-people-with-disabilities/> (<https://fhssbyu.com/2018/02/12/foster-belonging-for-people-with-disabilities/>) (text summary with video at the end)
<https://www.youtube.com/watch?v=DAhWDsqeNJ0&feature=youtu.be> (<https://www.youtube.com/watch?v=DAhWDsqeNJ0&feature=youtu.be>) (just the video)

Watch this video and post a short comment on Learning Suite.

A - CDC Heads UP Concussion Training

Jan
23

Due: Monday, Jan 23 at 11:59 pm

Please complete the [CDC Online Concussion Training for School Professionals](https://www.cdc.gov/headsup/resources/training.html) (<https://www.cdc.gov/headsup/resources/training.html>) and post your certificate to Learning Suite.

This takes about 45-50 minutes

Reviews of disability resources on lds.org

Jan
23

Due: Monday, Jan 23 at 11:59 pm

Explore the new, updated website

<https://www.churchofjesuschrist.org/life/disability> (<https://www.churchofjesuschrist.org/life/disability>)

and write up your critique -- I can pass it along to SLC to either suggest changes or to give them kudos

for things you like.

A-RCFT Protocol

Jan
30

Due: Monday, Jan 30 at 11:59 pm

You will not have time to finish scoring the RCFT in class. The Scoring Instructions and the Normative Tables are available at the front desk from the receptionists (they are in the filing cabinets for the receptionist to retrieve for you). 1 hour checkout, please. If you need longer, just let the receptionist know to check it out to your for another hour.

A - Practice Report for RCFT

Jan
30

Due: Monday, Jan 30 at 11:59 pm

For this first practice report, use the report template to create a very brief report on just your RCFT results. Some of the report will be filled in for you already, including the following:

- (1) Name and referral question.
- (2) Very brief Review of Records data and Interview data
- (3) You CAN provide Observations from your own RCFT as part of this report. Describe your attention, persistence, and strategies during the (RCFT) assessment. Observations from other assessment sessions will be filled in for you.
- (4) Complete the RCFT portion of the report. Others will already be filled in for you.
- (5) Summarize what you think the implications are for your results.
- (6) Diagnostic Impression will be provided.
- (7) Some recommendations will be provided.
- (8) Upload your finished report to Learning Suite and turn your protocol in to your TA in class.

First video (WAIS or WISC-V) administration due

Feb
13

Due: Monday, Feb 13 at 11:59 pm

Video Recorded Test Administration:

You will video record either your WAIS or WISC administration, receive feedback, then record one other IQ test (SB-5, WJ-Cog, KABC, DAS-II) mid-semester. Upload your video to Google Drive or OneDrive and share with your TA for grading. You may download to a flashdrive, but Google drive has worked better in the past. This is meant to be your formative video, where the TA will give you feedback on ways to improve your test administration.

WAIS/WISC paper administration (standard and supplemental battery)

Feb
13

Due: Monday, Feb 13 at 11:59 pm

This is your first assignment testing someone else. Select someone 6-16 if you choose the WISC, or someone 16-90 if you chose the WAIS. Check out the test kit from the secretaries in 340 MCKB. For this ONE TIME ONLY, you are asked to administer all subtests, even the supplemental ones. You are also asked to hand score this test before you enter the scores online to check them. Most assignments after this one will involve online scoring. Be sure to watch the videos before you administer or score. (<https://learningsuite.byu.edu/.P-3n/cid-1lGoJoaiMV0d/student/pages/id-F6bD>)

General Test Administration Instructions:

For each test you administer you should turn in the following to the teaching assistants:

- 1) Protocols and Response Booklets (NO REAL NAMES for your participants, PLEASE)
- 2) Consent Form - You must obtain written consent for every individual administration (see CONTENT for the form)
- 3) Hand Scoring (when applicable)
- 4) Computer Scoring (when applicable)

This assignment is designed to familiarize you with hard copies of cognitive tests, so please check out a hard copy WAIS or WISC kit.

For the NEXT assignment, you may use the iPad to administer ONE of the Wechsler tests -- WISC, WAIS, WPPSI or WMS. You will need some response booklets for the WISC, WAIS and the WPPSI materials and the partial WMS kit in addition to the iPads. For the WISC-V, you will still need the response booklets until they have fixed the CODING software, the kit contains the red and white blocks YOUR IPAD ADMINISTRATION SHOULD NOT BE YOUR FIRST ADMINISTRATION. You may do an extra iPad administration for your Choose Your Own Adventure assignment, however.

WAIS-IV/WISC-V report

Feb
13

Due: Monday, Feb 13 at 11:59 pm

Using the data from either the WAIS or the WISC that you administered and scored, write a short psychoeducational report. Be sure to use the appropriate template from the REPORT TEMPLATES (<https://learningsuite.byu.edu/.3gVh/cid-1lGoJoaiMV0d/student/pages/id-IDtG>)

- (1) Make up a referral question and a name for the client -- celebrities, cartoon characters, fictional heroes, etc. You can incorporate their background into the referral question if you wish, or make one up
- (2) There are no records to review
- (3) There are no interview data
- (4) Write up your observational data, including attention, focus, perseverance, strategies, and general disposition and health, then make a judgment (statement) on the accuracy of the estimates of function you think you got during your session.
- (5) Summarize the Test Results, starting with FSIQ. Focus on domains instead of test scores. Avoid numbers if possible, use range descriptions instead. Provide detail on strengths and weaknesses at the Index Level, but not the SubTest Level (not as psychometrically sound). Put any discrepancies into context (e.g., the FSIQ may be psychometrically sound, but might not be a good description of the person's abilities if they have some high scores and some low scores (bringing the FSIQ to somewhere in the middle, which is not helpful).
- (6) Summary -- remind us of the referral question, tell us what you found out -- without naming tests or scores. Talk about abilities in terms of strengths and weaknesses. You can use the domain names, but try to avoid subtest names (Index names are more reliable). This should connect all of the dots that lead to your conclusion.
- (7) No diagnostic impression is possible based on a single data source, so you can't give a diagnosis. UNLESS you happen to have noted a prior diagnosis in your review of records then you can list that prior diagnosis as "by history."
- (8) Signature lines
- (9) Recommendations (you probably don't have any, and maybe none are needed. Go with the standard you learned in the RCFT report, or take a stab at some recommendations if you think any are relevant. It's good practice. We will do more later.

iPad administration of the WAIS/WISC

Feb

21

Due: Tuesday, Feb 21 at 11:59 pm

General Test Administration Instructions:

For each test you administer you should turn in the following to the teaching assistants:

- 1) Protocols and Response Booklets (NO REAL NAMES for your participants, PLEASE) --YOU CAN PRINT OUT THE SCORE SHEET AND PROTOCOL FROM QINTERACTIVE. See iPad administration in Content --> Test Admin and Scoring
- 2) Consent Form - You must obtain written consent for every individual administration (see CONTENT for the form)

You may use the iPad to administer ONE of the Wechsler tests -- preferably the WISC or WAIS, but WPPSI or WMS are available as well. You will need some extra response booklets, the WPPSI materials and the partial WMS kit in addition to the iPads. For the WISC-V, you will need to get paper response booklets (or download them) until they fix the timing on the CODING subtest, the kit contains the red and white blocks YOUR IPAD ADMINISTRATION SHOULD NOT BE YOUR FIRST ADMINISTRATION, AND YOU MUST DO ALL OTHER ASSIGNED WECHSLERS ON PAPER. You may do an extra iPad administration for your Choose Your Own Adventure assignment, however.

WISC-V Report Integrated with the Vineland 3**Feb****21**

Due: Tuesday, Feb 21 at 11:59 pm

Use the report template to report on your results of the WISC-V integrated with the Vineland. You can use this abbreviated template

See **REPORT TEMPLATES** (<https://learningsuite.byu.edu/.FipM/cid-1lGoJoaiMV0d/student/pages/id-IDtG>) page for the Report 2 and 3 templates

Follow these steps:

- (1) Make up a referral question and a name for the client -- celebrities, cartoon characters, fictional heroes, etc. You can incorporate their background into the referral question is you wish, or make one up
- (2) There are no records to review
- (3) There are no interview data
- (4) Write up your observational data, including attention, focus, perseverence, strategies, and general disposition and health, then make a judgment (statement) on the accuracy of the estimates of function you think you got during your session.
- (5) Summarize the Test Results, starting with FSIQ. Focus on domains instead of test scores. Avoid numbers if possible, use range descriptions instead. Provide detail on strengths and weaknesses at the Index Level, but not the SubTest Level (not as psychometrically sound). Put any discrepancies into context (e.g., the FSIQ may be psychometrically sound, but might not be a good description of the person's abilities if they have some high scores and some low scores (bringing the FSIQ to somewhere in the middle, which is not helpful). As you report the adaptive information, comment on how it is consistent or inconsistent with the data from the cognitive measure. If all is well, they will align. If they don't, that is telling us something interesting that may need further investigation . . .
- (6) Summary -- remind us of the referral question, tell us what you found out -- without naming tests or scores. Talk about abilities in terms of strengths and weaknesses. You can use the domain names, but try to avoid subtest names (Index names are more reliable). This should connect all of the dots that lead to your conclusion.
- (7) You are getting really close to having enough data to come up with a diagnosis (cognitive + adaptive is only missing academic to provide the most basic assessment of Intellectual Disability. It's probably still too limited a data set to give a diagnosis. Insufficient data available for a definitive

probably can't be limited a data set to give a diagnosis. Measurement data available for a definitive diagnosis.

(8) Signature lines

(9) Recommendations (you probably don't have any, and maybe none are needed. Go with the standard you learned in the RCFT report, or take a stab at some recommendations if you think any are relevant. It's good practice. We will do more later.

Vineland practice administration

Feb
21

Due: Tuesday, Feb 21 at 11:59 pm

The Vineland can be done as a questionnaire, but then you miss out on a lot of good information. You will be doing the COMPREHENSIVE INTERVIEW FORM of the PARENT Vineland. This is easiest to do with the parent of the child you assessed with the WISC. Adult adaptive info is usually not very interesting unless you assessed an adult with intellectual disability. The Vineland-3 is available on paper, but you will probably want to use the online version - scores automatically and guides you through your basals and ceilings. Access the Vineland-3 Survey Questionnaire on Q-Global.

BE SURE TO WATCH THE VIDEO BEFORE YOU ADMINISTER OR SCORE
(<https://learningsuite.byu.edu/.P-3n/cid-1lGoJoaiMV0d/student/pages/id-F6bD>)

Test Administration Protocols:

VINELAND-3 Manual Score Entry Procedures: For this class, I am having you complete the interview online while you are talking with the person. Please order it before you start your interview to make sure you don't run into problems.

- (1) Create a new examinee (no real names) file with Date of Birth
- (2) Select the student and enter a new assessment (Vineland-3 COMPREHENSIVE INTERVIEW FORM) -- hint: make sure you are on the "All Assessments" tab and not "Favorites."
- (3) Enter your name as a new examiner (about mid-page)
- (3) On the next screen, under Delivery, select On-Screen Administration for live scoring as you interview OR select Manual Entry if you did the interview on paper.
- (4) Save and Close and the administration screen should begin *for On-Screen Administration*.
- (5) Following the interview, go back to the Examinee page (or the HOME page and select the examinee)
- (6) From the Examinee Page, click on the assessment you want (Vineland-3) and click on Generate Report.

WJ Ach Administration

Feb
27

Due: Monday, Feb 27 at 11:59 pm

You can select a battery of no less than 8 subtests to administer that will yield at least 3 index scores. Look at the grid in the first few pages of the easel to choose your test battery. The grid indicates which subtests yield which index scores.

BE SURE TO WATCH THE VIDEO BEFORE YOU ADMINISTER OR SCORE
(<https://learningsuite.byu.edu/.P-3n/cid-1lGoJoaiMV0d/student/pages/id-F6bD>)

You may use different people for the 3 WJ tests if you wish, but since you will be writing an integrated report, it will be easier on you if you use the same person -- just give them a break and don't do it all in one session.

Test Administration Protocols:

For each test you administer (see point breakdown) you should turn in the following to the teaching assistants:

- 1) Protocols and Response Booklets (NO REAL NAMES for your participants, PLEASE)
 - 2) Consent Form - You must obtain written consent for every individual administration (see CONTENT for the form)
 - 3) Hand Scoring (when applicable)
 - 4) Computer Scoring (when applicable)
- FOR ALL WJ TESTS, CHOOSE A BATTERY FROM THE FRONT OF THE EASEL THAT INCLUDES A MINIMUM OF 8 SUBTESTS.

WJ Oral Language

Feb**27**

Due: Monday, Feb 27 at 11:59 pm

You can select a battery of no less than 8 subtests to administer that will yield at least 3 index scores. Look at the grid in the first few pages of the easel to choose your test battery. The grid indicates which subtests yield which index scores.

BE SURE TO WATCH THE VIDEO BEFORE YOU ADMINISTER OR SCORE

(<https://learningsuite.byu.edu/.P-3n/cid-11GoJoaiMV0d/student/pages/id-F6bD>)

You may use different people for the 3 WJ tests if you wish, but since you will be writing an integrated report, it will be easier on you if you use the same person -- just give them a break and don't do it all in one session.

Test Administration Protocols:

For each test you administer (see point breakdown) you should turn in the following to the teaching assistants:

- 1) Protocols and Response Booklets (NO REAL NAMES for your participants, PLEASE)
 - 2) Consent Form - You must obtain written consent for every individual administration (see CONTENT for the form)
 - 3) Hand Scoring (when applicable)
 - 4) Computer Scoring (when applicable)
- FOR ALL WJ TESTS, CHOOSE A BATTERY FROM THE FRONT OF THE EASEL THAT INCLUDES A MINIMUM OF 8 SUBTESTS.

WJ Cog Practice Administration

Feb**27**

Due: Monday, Feb 27 at 11:59 pm

You can select a battery of no less than 8 subtests to administer that will yield at least 3 index scores. Look at the grid in the first few pages of the easel to choose your test battery. The grid indicates which subtests yield which index scores. **BE SURE TO WATCH THE VIDEO BEFORE YOU ADMINISTER OR SCORE** (<https://learningsuite.byu.edu/.P-3n/cid-11GoJoaiMV0d/student/pages/id-F6bD>).

You may use different people for the 3 WJ tests if you wish, but since you will be writing an integrated report, it will be easier on you if you use the same person -- just give them a break and don't do it all in one session.

Test Administration Protocols:

For each test you administer (see point breakdown) you should turn in the following to the teaching

assistants:

- 1) Protocol
- 2) Consent Form - You must obtain written consent for every individual administration (see CONTENT for the form)
- 3) Hand Scoring (when applicable)
- 4) Computer Scoring (when applicable)

FOR ALL WJ TESTS, CHOOSE A BATTERY FROM THE FRONT OF THE EASEL THAT INCLUDES A MINIMUM OF 8 SUBTESTS.

Peer Review of Integrated Report - WJ (Your Report with a Peer giving feedback AS CLIENT)

Mar
06

Due: Monday, Mar 06 at 11:59 pm

Each of you will be writing an integrated report based on the results of your WJ Cog, Ach, and OL. Use the [General Report Template \(https://learningsuite.byu.edu/.3gVh/cid-1lGoJoaiMV0d/student/pages/id-IDtG\)](https://learningsuite.byu.edu/.3gVh/cid-1lGoJoaiMV0d/student/pages/id-IDtG) listed under CONTENT Tab in REPORT WRITING

- 1) Write the report and give it to another student in the class to review.
- 2) Each student can only review one report. REVIEW THE REPORT AND GIVE COMMENTS AS IF YOU WERE THE CLIENT READING IT. WHAT QUESTIONS WOULD YOU HAVE?
- 3) Deliver your report to the other student with enough time for review before the due date.
- 4) Reports delivered for review must be reviewed and returned within 2 days of receipt.
- 5) In order to receive full credit for the assignment, you must write your report and serve as reviewer for another report.
- 6) Reviewers should use comments (not tracked changes) on the original report document.
- 7) Post your report, with the reviewer's comments showing to your own LS.

Reviewers: if your name does not appear on the comments, please put your name in the first comment so you can get credit.

- 8) You may revise your report after it has been reviewed, but you will be posting *that revision* to the POST PEER REVIEW, INTEGRATED REPORT #1 spot on your own LS after you have posted this one.

Nonverbal pantomime instructions

Mar
13

Due: Monday, Mar 13 at 11:59 pm

Videotape yourself (and some of your friends, if you wish) performing the pantomime instructions for the UNIT-2. Submit the video for grading (and possibly viewing).

NONVERBAL: UNIT, WNV, Leiter-3 or CTONI administration

Mar
20

Due: Monday, Mar 20 at 11:59 pm

Test Administration Protocols:

For each test you administer (see point breakdown) you should turn in the following to the teaching assistants:

BE SURE TO WATCH THE RELEVANT VIDEO BEFORE YOU ADMINISTER OR SCORE
(<https://learningsuite.byu.edu/.P-3n/cid-1lGoJoaiMV0d/student/pages/id-F6bD>)

- 1) Protocol
- 2) Consent Form - You must obtain written consent for every individual administration (see CONTENT for the form)
- 3) Hand Scoring (when applicable)
- 4) Computer Scoring (when applicable)

Second Video (SB-5, KABC, or WJ-IV Cog) due**Mar
20**

Due: Monday, Mar 20 at 11:59 pm

Video Recorded Test Administration:

You should have already received feedback from your Wechsler video before you film this one.

Record one other IQ test (SB-5, WJ-Cog, KABC, DAS-II) mid-semester. Upload your video to Google Drive or OneDrive and share with your TA for grading. You may download to a flashdrive, but Google drive has worked better in the past.

BE SURE TO WATCH THE RELEVANT VIDEO BEFORE YOU ADMINISTER OR SCORE

Post-Review Revised Integrated Report WJ final version**Mar
20**

Due: Monday, Mar 20 at 11:59 pm

This is the spot for your revised Report after peer review and AFTER you have made corrections either according to their suggestions or your own revisions. You will always be posting YOUR report on LS.

Stanford-Binet or KABC practice administration**Mar
27**

Due: Monday, Mar 27 at 11:59 pm

Test Administration Protocols:

For each test you administer (see point breakdown) you should turn in the following to the teaching assistants:

BE SURE TO WATCH THE RELEVANT VIDEO BEFORE YOU ADMINISTER OR SCORE

(<https://learningsuite.byu.edu/.P-3n/cid-11GoJoaiMV0d/student/pages/id-F6bD>)

- 1) Protocol
- 2) Consent Form - You must obtain written consent for every individual administration (see CONTENT for the form)
- 3) Hand Scoring (when applicable)
- 4) Computer Scoring (when applicable)

Social Emotional**Apr
03**

Due: Monday, Apr 03 at 11:59 pm

Complete 1 Social Emotional Questionnaire (BASC-2 -- choose the age range you want)

Course Evaluations**Apr
03**

Due: Monday, Apr 03 at 11:59 pm

Please complete the course evaluation and send me an email to let me know you have completed it--I will give you extra credit (10 pts) for that.

A-Memory Assessment

Apr
10

Due: Monday, Apr 10 at 11:59 pm

Administer subtests to generate 2 memory domains from any memory specific assessment (i.e. WMS, CVLT) or WJ cognitive, UNIT, etc. that generate a score beyond just Working Memory. Write a few sentences for the Test Results Section and full interpretation in a Data Summary Section of a report (template will be provided).

Mock Feedback Session

Apr
10

Due: Monday, Apr 10 at 11:59 pm

Please sign up on Digital Dialog for a day to do a mock feedback session in class. We can do 2 per day, occasionally 3, but it is best to have 2 if possible.

Wait until I have done the mock feedback demonstration in class before signing up (you can choose a date after you see the mock feedback demo on the schedule).

Choose a partner in the class to be the parent or client for the feedback session.

Try to keep your mock feedback (explanation of assessment findings) to about 5 minutes or so. You can briefly discuss recommendations if you wish, but the focus is on your communication of findings and what they mean for the person in real life.

Peer Review of Integrated Report Tony Stark (with your peer's comments AS COLLEAGUE) Tony Stark Due

Apr
10

Due: Monday, Apr 10 at 11:59 pm

Each of you will be writing an integrated report based on the same set of data (data will be posted to CONTENT page and labeled as Report Data #2). [LINK to DATA for report](https://learningsuite.byu.edu/bHQ2/cid-1lGoJoaiMV0d/student/pages/id-vyxh)

(<https://learningsuite.byu.edu/bHQ2/cid-1lGoJoaiMV0d/student/pages/id-vyxh>) This is a case in which ADHD and TBI both play prominent roles. Be sure to use the [General Report Template](https://learningsuite.byu.edu/3gVh/cid-1lGoJoaiMV0d/student/pages/id-IDtG)

(<https://learningsuite.byu.edu/3gVh/cid-1lGoJoaiMV0d/student/pages/id-IDtG>). See below for additional data needed for those taking 4 credits (all school psychs are required to take 4)

1) Write the report and give it to another student in the class to review AS A COLLEAGUE.

2) Each student can only review one report.

3) Deliver your report to the other student with enough time for review before the due date.

4) Reports delivered for review must be reviewed and returned within 2 days of receipt.

5) In order to receive full credit for the assignment, you must write your report and serve as reviewer for another report.

6) Reviewers should use comments (not tracked changes) on the original report document TO ASK FOR CLARIFICATION OR ASK QUESTIONS AS IF THEY ARE YOUR COLLEAGUE.

7) Post your first draft, with your Peer's comments visible to your own LS.

7) You may revise your report after it has been reviewed, but that is the next assignment. Please post any report revised after peer review (clean copy) to the Post Review Integrated Report #2 spot on LS. Reviewers: if your name does not appear on the comments, please put your name in the first comment so you can get credit.

For all School Psych students and Counseling Psych students taking the 4th credit of Assessment:

There is some additional data for you to add to the Tony Stark Report. Please find the additional data

There is some additional data for you to add to the Tony Stark Report. Please find the additional data here (updated 4/3/2023)

Additional info (Integrated report 2A).docx [Download \(plugins/Upload/fileDownload.php?fileId=0c728776-BOqx-80Kw-uP4S-V443ab312095&pubhash=b9guyObqgs5r8dFy-on50TsdA1bRjTi80TvLASI-r6A-kvYwWBpig2Y0K8oMYuk72hXtgCtYrjn8rbAE2Ay_Hw==\)](#)

Executive Function Measures - BRIEF or CEFI

Apr
10

Due: Monday, Apr 10 at 11:59 pm

This assignment is another measure that you will take as if you were the individual being assessed. We have access to two different indirect measures -- The BRIEF and the CEFI (see Mod. 10 for more details). We will talk about ExFx in class. It plays a HUGE part in much of cognitive and adaptive function. Let me know if you run into any difficulties.

These measures (along with some others) can be requested through this [Qualtrics link \(https://byu.az1.qualtrics.com/jfe/form/SV_0xkMqQCZN9TiuX4\)](https://byu.az1.qualtrics.com/jfe/form/SV_0xkMqQCZN9TiuX4) We will talk about ExFx in class. It plays a HUGE part in much of cognitive and adaptive function. Let me know if you run into any difficulties. After you have requested, follow these instructions:

FOR BRIEF: Go back to PARIConnect.com and order the test for yourself like you did for the RAIT. You can choose the BRIEF-A to do the measure for yourself, or create a client profile for a school age child and sent the BRIEF-2 for the parent of a school age child (or yourself).

FOR CEFI: I will add you as a clinician for MHS and you will receive an invitation to log on. Create a client and select the CEFI for children or adults.

Because you are clinicians, you should receive the reports from each of these. You will need to Generate or Create the report so you can see and download, but you do NOT need to post it to LS. Just tell me that you did it.

Choose Your Own Adventure: WPPSI, Mullen or Bayley, KABC, KTEA, WIAT, DAS-II or WMS administration

Apr
10

Due: Monday, Apr 10 at 11:59 pm

Because we have only one or 2 copies of each of these tests, choose the one that interests you most, or just the one that is most available to you!

BE SURE TO WATCH THE RELEVANT VIDEO BEFORE YOU ADMINISTER OR SCORE
(<https://learningsuite.byu.edu/.P-3n/cid-1lGoJoaiMV0d/student/pages/id-F6bD>)

Test Administration Protocols:

For each test you administer (see point breakdown) you should turn in the following to the teaching assistants:

- 1) Protocol
- 2) Consent Form - You must obtain written consent for every individual administration (see CONTENT for the form)
- 3) Hand Scoring (when applicable)
- 4) Computer Scoring (when applicable)

You may use the iPad to administer ONE of the Wechsler tests -- WISC, WAIS, WPPSI or WMS. You will need some extra response booklets, the WPPSI materials and the partial WMS kit in addition to the iPads. For the WISC-V, all you need is the iPads, the kit contains the red and white blocks YOUR IPAD ADMINISTRATION SHOULD NOT BE YOUR FIRST ADMINISTRATION, AND YOU MUST DO ALL OTHER ASSIGNED WECHSLERS ON PAPER. You may do an extra iPad administration for your

Choose Your Own Adventure assignment, however.

Attendance on a Snow Day

Apr
17

Due: Monday, Apr 17 at 11:59 pm

WJ-IV Examiner Training Workbook

Apr
17

Due: Monday, Apr 17 at 11:59 pm

Brief style report

Apr
17

Due: Monday, Apr 17 at 11:59 pm

I have received requests from the field to teach a very brief version of a report. After you have turned in your final version of Integrated report #2, think about how to summarize just the main points of the report and write a 1-2 page summary report to convey those results to a parent, client, another school, a government agency, a service agency, and insurance company, etc. We will review an example in class so you can see what that might look like. Use the most direct language you can to keep it brief and to the point. Put both my signature line and yours on it, as you are not yet licensed. If necessary, you can attach scoring pages. I have attached a sample here [Very brief report format.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=eeeb2985-UGNw-mG0D-rmkb-p99910b8d5aa&pubhash=s7I9w23B_u_8D_bo8u6MgdOnoIWJVQjlIU1YAdufygREPV36C3GMRcPYBPdN-5soBRPhT-ggdRKSdNUs7AagyQ==\)](#)

Post-Review Revised Integrated Report Tony Stark Final

Apr
17

Due: Monday, Apr 17 at 11:59 pm

This is the spot for your revised Report after peer review. Make sure it is a clean copy with comments removed and all changes accepted.

A-Autism Screening Measures

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

Complete two of the following Autism Screening measures that you think are appropriate for the age of a child you wish to screen:

Social Communication Questionnaire (SCQ: Current)

Social Communication Questionnaire (SCQ: Lifetime)

Social Responsiveness Scales, Second Edition (SRS-2)

Modified Checklist for Autism in Toddlers, Revised with Follow-Up

Autism Spectrum Questionnaire (AQ)

A- Common Neuropsych Measures

Apr

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

Complete at least one of the subtests from the D-KEFS or NEPSY-II and write a paragraph interpreting the results (iPad or Hard Copy kits)

A- DSM Checklist**Apr**
19

Due: Wednesday, Apr 19 at 11:59 pm

Use the data provided for Integrated Report #3 to complete the DSM criteria section at the end of the report.

A- Comprehensive Assessment**Apr**
19

Due: Wednesday, Apr 19 at 11:59 pm

Given the data for Integrated Report #2-A, Integrate that data into the Tony Stark report as additional neuropsych information that is relevant to the case. See the additional data here:

Additional information (Integrated report 2A).docx [Download \(plugins/Upload/fileDownload.php?fileId=306c2368-760k-wN6W-JuAd-sT22a241d8c0&pubhash=DZKYdNNooStoCDwgLfjfbpSGQTUxrabuZGs739Pay5c8lqyLcDgM34ggTHktn_JxgoTaN98Ntf-Nqe5iMpw1xQ==\)](#)

A-ADHD Screening Measures**Apr**
19

Due: Wednesday, Apr 19 at 11:59 pm

Administer at least two of the following measures for the practice ADHD or Autism client you have selected:

Conners 4 (appropriate for age range)

CEFI (appropriate for age range)

BASC-3 (appropriate for age range)

You will be completing a case study in class with similar data (provided).

Extra administration**Apr**
24

Due: Monday, Apr 24 at 11:59 pm

Intro to Neuro Assessment 4th Hour Final**Apr**
25

Due: Tuesday, Apr 25 at 11:59 pm

Final Exam

Apr
25

Due: Tuesday, Apr 25 at 11:59 pm

Comprehensive exam based primarily on readings. You will also be asked to interpret a typical set of data on a psychoeducational assessment.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of

but also to build character. President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain

guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without

acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Belonging

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur.

Awareness of "the gift of personal dignity for every child of God"(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you

problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please

also share those positive observations to foster a synergistic climate in our class and program.

i Elder Jeffrey R. Holland, “A Perfect Brightness of Hope”, April, 2020

ii Elder M. Russell Ballard, “The Trek Continues”, October, 2017

iii President Russell M. Nelson, “The Love and Laws of God”, September, 2019

iv President Russell M. Nelson, “The Love and Laws of God”, September, 2019

Schedule

Date	Class	Prep and Neuro 4th hour	Due Today
Week 1			
M Jan 09 Monday	<p>WEEK 1: INTRODUCTIONS</p> <ul style="list-style-type: none"> • <i>Intelligent Lives and Range</i> • History, issues, current controversies in intelligence conceptualization and practice • Logistics and Learning Suite • Standardization • Confidentiality • Protection of "Trade Secrets" <p>RCFT</p>	ALL READING ASSIGNMENTS ARE LISTED IN THE MODULES	
Week 2			
M Jan 16 Monday	Martin Luther King Jr Day		
Week 3			

M Jan 23 Monday	<p>WEEK 2-3: WECHSLER SCALES AND STANDARDIZED PROCEDURES</p> <ul style="list-style-type: none"> • Assessment of Adults • Test Reviews WAIS (TBD) and WISC (TBD) • WAIS (ages 16-90:11) 8 copies • WISC (ages 6-16:11) 8 copies • Demonstration and Discussion • iPad Administration <p>4th Hour: Assessment of Concussion and TBI</p>	<p>Preparation: Module 1, Module 1-A</p> <p>Preparation: Module 2, Module 2-A</p>	<p>A - CDC Heads UP Concussion Training RAIT RAIT reactions</p>
Week 4			
M Jan 30 Monday	<p>WEEK 4: INTERPRETATION AND REPORT WRITING</p> <ul style="list-style-type: none"> • Intellectual Disability • Interpretation of Wechsler Scales • Report Writing • Legally Defensible Reports • Report Template • Copy and Paste Rules for Reports <p>4th Hour: Neuropsych basics for common conditions -- ADHD, Autism, TBI, including genetics</p>	<p>Preparation: Module 3</p> <p>Module 3 A</p> <p>Neuropsych overview</p>	<p>A-RCFT Protocol A - Practice Report for RCFT</p>
Week 5			
M Feb 06 Monday	NO CLASS TODAY - NASP		
Week 6			

M Feb 13 Monday	<p>WEEK 5: INTEGRATING ADAPTIVE AND COGNITIVE DATA</p> <ul style="list-style-type: none"> • Test Review: Vineland-3 (TBD) • Vineland Discussion (online or hard copy interview, ages birth - 90) • Test Review: ABAS (TBD) • ABAS Discussion (hard copy questionnaire, ages birth - 89) • Test Review: Stanford Binet - V (TBD) • Stanford Binet - V Discussion (ages 2-85+, 3 copies) • Test Review: KABC-II-NU (TBD) (3 copies. ages 3-18:11) <p>4th Hour: Interpreting cognitive profiles in context - Autism, ADHD and TBI overlap</p>	<p>Preparation: <u>Module 4</u> <u>Module 4 A</u> Cognitive Profiles and Neuropsych</p>	<p>First video (WAIS or WISC-V) administration due WAIS-IV/WISC-V report WAIS/WISC paper administration (standard and supplemental battery)</p>
Week 7			
M Feb 20 Monday	Presidents Day		
T Feb 21 Tuesday	<p>Monday Instruction</p> <p>WEEK 6-7: WOODCOCK JOHNSON AND C-H-C THEORY</p> <ul style="list-style-type: none"> • Test Reviews - WJ-Cog (TBD); WJ Ach (TBD); WJ OL (TBD) • Woodcock-Johnson Discussions (ages 2-90, 18 copies of each) • Interpreting WJ Results • Mock Feedback Demo <p>4th hr. Assessment of Processing Speed and Activities of Daily Living</p>	<p><u>Preparation Module 5</u> <u>Module 5 A</u> Processing ADL</p>	<p>Vineland practice administration iPad administration of the WAIS/WISC WISC-V Report Integrated with the Vineland 3</p>
Week 8			

M Feb 27 Monday	<p>WEEK 8: NON-VERBAL INTELLIGENCE ASSESSMENT</p> <ul style="list-style-type: none"> • UNIT Discussion (6 copies, ages 5-17:11) • Non-verbal Instructions Video demonstrations • Wechsler Non Verbal Discussion (2 copies, ages 4 - 21:11) • Leiter-3 Discussion (1 copy, ages 3-75+) • C-TONI discussion (2 copies, ages 6-89:11) <p>4th Hour: Assessment of ADHD</p>	<p>Preparation <u>Module 6</u></p> <p>Refer back to Chapter 8</p> <p><u>Module 6 A</u></p> <p>ADHD</p>	<p>WJ Cog Practice Administration</p> <p>WJ Oral Language</p> <p>WJ Ach Administration</p>
Week 9			
M Mar 06 Monday	<p>WEEK 9: EQUITY, FAIRNESS, AND RACIAL BIAS - PLANNING ASSESSMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE INDIVIDUALS</p> <ul style="list-style-type: none"> • Mock Feedback on WJ report 1: • Test Review: Bateria WJ Munoz - IV (TBD) • Bateria WJ Munoz Discussion <p>4th Hour: Assessment of ADHD cont'd</p>	<p>Preparation Module 7</p> <p>Module 7 A</p> <p>ADHD</p>	<p>Peer Review of Integrated Report - WJ (Your Report with a Peer giving feedback AS CLIENT)</p>
Week 10			

M Mar 13 Monday	<p>WEEK 10: DATA INTERPRETATION, REPORTING and RECOMMENDATIONS</p> <ul style="list-style-type: none"> • Mock Feedback 1: (TBD); 2: (TBD); 3 (TBD) • C-H-C domain recommendations (WJ-III or WJ-IV books) • Learning Disability resources • Test Review: Differential Ability Scales (DAS-II); (TBD) • DAS-II Discussion <p>4th Hour: Connecting results to performance and related conditions, mental status exam</p>	<p>Module 7 A ADHD and Reading Preparation Module 7</p>	<p>Nonverbal pantomime instructions</p>
Week 11			
M Mar 20 Monday	<p>WEEK 11: LEARNING DISABILITIES</p> <ul style="list-style-type: none"> • Mock Feedback Session 1: (TBD); 2 (TBD); 3 (TBD) • Test Review: KTEA (7 copies, ages 4.5 - 25) • Test Review: WIAT-4 (iPad admin, ages 4-50) • SLD methods of determining disability • Patterns of Strengths and Weakness, Response to Intervention • Issues of overidentification, underidentification • Attention resources • Memory resources • Social/Emotional resources • Autism resources • Report Variations: Clinical, C-H-C, Brief, Recommendations, Addenda <p>4th Hour: Executive Function</p>	<p><u>Preparation Module 8</u> <u>Module 8 A</u> Executive Function and Reading</p>	<p>NONVERBAL: UNIT, WNV, Leiter-3 or CTONI administration Post-Review Revised Integrated Report WJ final version Second Video (SB-5, KABC, or WJ-IV Cog) due</p>

	and Reading		
Week 12			
M Mar 27 Monday	<p>WEEK 12: ASSESSMENT OF VERY YOUNG CHILDREN/DEVELOPMENTAL DISABILITIES</p> <ul style="list-style-type: none"> • Mock Feedback Session 1: (TBDI); 2: (TBD); 3 (TBD) • Test Review: WPPSI-IV (TBD) (2.6 - 7.7yo; 2 copies) • WPPSI-IV Discussion • Test Review: Bayley-4 (TBD) • Test Review Mullen Scales of Early Learning (TBD) • Developmental Testing Discussion <p>4th Hour: Early signs of autism and assessment</p>	<p><u>Preparation Module 9</u></p> <p>NOTE: It is time for TONY STARK!</p> <p>All: Here is the raw data</p> <p>Data for Report #2 updated 3 35 23.docx Download</p> <p><u>Here is the report template</u></p> <p><i>For all School Psych students and Counseling Psych students taking the 4th credit of Assessment:</i></p> <p>There is some additional data for you to add to the Tony Stark Report. Please find the additional data here (updated 4/3/2023)</p> <p>Additional info (Integrated report 2A).docx Download</p> <p><u>Module 9 A</u></p> <p>Early Autism Assessment</p>	<p>Stanford-Binet or KABC practice administration</p>
Week 13			

M Apr 03 Monday	<p>WEEK 13: EXECUTIVE FUNCTION and TBI</p> <ul style="list-style-type: none"> • Mock Feedback Session on Tony Stark report 1: (TBD); 2: (TBD); 3 (TBD) • Test Review: BRIEF (TBD) • BRIEF Discussion (incl. CEFI and others) • Recommendations for Executive Function Support <p>4th Hour: Assessing Executive Function Directly</p>	<p><u>Preparation Module 10 (Executive Function)</u></p> <p>D-KEFS</p>	<p>Social Emotional</p>
Week 14			
M Apr 10 Monday	<p>WEEK 14: MEMORY</p> <ul style="list-style-type: none"> • Mock Feedback Session 1: (TBD); 2: (TBD); 3 (TBD) • Test Review WMS (TBD) • WMS • Memory Strategy Recommendations • California Verbal Learning Test (CVLT) <p>4th Hour: Detailed assessment of memory</p>	<p><u>Preparation Module 10 (Memory)</u></p> <p>Module 10 A</p> <p>Memory Assessment</p>	<p>Peer Review of Integrated Report Tony Stark (with your peer's comments AS COLLEAGUE) Tony Stark Due Choose Your Own Adventure: WPPSI, Mullen or Bayley, KABC, KTEA, WIAT, DAS-II or WMS administration Executive Function Measures - BRIEF or CEFI A-Memory Assessment</p>
Week 15			

M Apr 17 Monday	<p>WEEK 15: INTEGRATION OF ASSESSMENT SKILLS INTO PRACTICE</p> <ul style="list-style-type: none"> • Mock Feedback Session • Discussion: Comprehensive assessment of individuals for autism spectrum disorder <p>WJ notes -- configure report w/o W, AE, with qualitative</p> <p>Be sure to score writing samples with the manual - always</p> <p>FINAL EXAM OPENS APRIL 17 - CLOSSES APRIL 24</p> <p>Exam is timed (3 hours). If you need extra time (e.g., reading issues, health issues, feeding infants, etc.) please ask me in writing (email) to extend the time for you.</p> <p>For 4th credit, there is a separate exam (1 hr.) Be sure to take both!</p> <p>4th Hour: Comprehensive assessment of autism</p>	<p><u>Preparation Module 11</u></p> <p>Module 11 A</p> <p>Autism Specific Measures</p>	<p>Post-Review Revised Integrated Report Tony Stark Final Brief style report</p>
W Apr 19 Wednesday	<p>Last Day of Class</p> <p><u>Final Exam will be open</u></p> <p>Last Day to Turn in Assignments</p>		<p>A- Common Neuropsych Measures</p> <p>A- Comprehensive Assessment</p> <p>A- DSM Checklist</p> <p>A-ADHD Screening Measures</p> <p>A-Autism Screening Measures</p>
Week 16			
M Apr 24 Monday	Final Exam Day		
T Apr 25 Tuesday	Final Exam Day		
W Apr 26 Wednesday	<u>Final exam closes at midnight</u>		

